



BOWMAN HIGH

1318 Bowman Branch Highway
Bowman, South Carolina 29018

GRADES 6-12 High School

ENROLLMENT 413 Students

PRINCIPAL Brenda Bell Jamison 803-829-2873

SUPERINTENDENT Mr. Melvin Smoak 803-534-5454

BOARD CHAIR Mr. Melvin Crum 803-534-5454



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	0	9

IMPROVEMENT RATING:

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Excellent	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	39.2	40.0	56.8	48.2	42.1	45.8
Passed 2 subtests	9.8	25.5	21.6	20.6	24.4	25.3
Passed 1 subtest	21.6	21.8	2.7	16.5	18.7	15.7
Passed no subtests	29.4	12.7	18.9	14.7	14.7	12.5

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	40	80.0	39	2.6	47	68.1
Gender						
Male	17	76.5	16	0.0	21	66.7
Female	23	82.6	23	4.3	26	69.2
Race or Ethnic Group						
African American	38	81.6	38	2.6	44	70.5
Hispanic	N/A	N/A	0	N/A	0	N/A
White	2	I/S	1	I/S	3	I/S
Other	N/A	N/A	0	N/A	0	N/A
Disability Status						
Non-speech disabilities	3	I/S	3	I/S	7	42.9
Students without disabilities	37	81.1	36	2.8	40	72.5
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	39	2.6	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	40	80.0	39	2.6	47	68.1
Lunch Status						
Subsidized meals	34	79.4	32	0.0	41	65.9
Full-pay meals	6	83.3	7	14.3	6	83.3

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	2.6	2.0
Seniors who met the SAT requirement	2.6	3.4
Seniors who met the grade point average	20.5	28.5

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 413)				
Retention rate	N/A	N/A	7.9%	7.3%
Attendance rate	95.4%	Down from 95.8%	94.5%	95.5%
Eligible for gifted and talented	1.9%	Up from 0.6%	1.9%	5.1%
With disabilities other than speech	16.9%	Up from 15.6%	16.5%	12.2%
Older than usual for grade	11.1%	Up from 10.5%	19.3%	10.1%
Suspended or expelled	0.7%	Down from 6.9%	1.4%	2.3%
Enrolled in AP/IB programs	3.8%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	0.8%	Down from 1.9%	2.0%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	4.0%	3.2%
Enrollment in career/technology center courses	85	Down from 108	182	433
Students participating in worked-based experiences	4.8%	Down from 10.7%	14.8%	26.3%
Career/technology students mastering core competencies	70.1%	Up from 62.7%	67.5%	74.9%
Career/technology completers placed	100.0%	No change	95.7%	99.5%

Teachers (n= 36)

Teachers with advanced degrees	58.3%	Up from 50.0%	53.3%	51.7%
Continuing contract teachers	75.0%	Up from 70.0%	78.9%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.2%	Down from 81.7%	77.7%	85.1%
Teacher attendance rate	94.6%	Down from 96.8%	94.8%	95.8%
Average teacher salary	\$41,257	Down 2.4%	\$39,544	\$40,303
Prof. development days/teacher	11.6 days	Up from 6.3 days	10.2 days	10.3 days

School

Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio	7.5 to 1	Down from 22.4 to 1	20.4 to 1	26.2 to 1
Prime instructional time	88.2%	Down from 91.7%	87.3%	90.1%
Dollars spent per pupil*	\$6,979	Up 12.3%	\$8,546	\$6,279
Percent spent on teacher salaries*	54.6%	Down from 55.9%	54.6%	57.8%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	95.5%	Down from 96.2%	73.1%	87.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bowman Middle/High School is a rural Title I school. The school is comprised of approximately 454 students with 202 students in grades 6-8 and 252 students in grades 9-12. The student body is composed of approximately 97% African-American and 3% white. The faculty is made up of educators who strive to create an environment where all students can excel.

Approximately 90 students in grades 6-8 are on Academic Improvement Plans (AIPS) as required by the State Department of Education for students performing below grade level in math and/or English/language arts on the Palmetto Achievement Challenge Test (PACT). Middle School students on AIPS receive extended instruction during the day as well as during after-school programs. A homework center is also available for students who need extra assistance.

Our school-wide goals are to improve students' academic achievement and prepare students for higher education. Career planning helps students choose appropriate post-secondary education to meet their goals. We encourage students to acquire occupational skills to better equip them to successfully enter the job market. Specialized career training is available to students at the district Technology Center located in Orangeburg. Students participate in service learning and school-to-work activities.

The administration, faculty, and staff continuously strive to improve the academic achievement of all students, to increase parental participation and community involvement, and to provide a student-centered learning environment. Programs have been implemented to provide students with academic success: Accelerated Reader, Accelerated Math, Skills Tutorial, PLATO, STAR Reading, and Kaplan SAT Prep. Computer labs assist with learning by providing students with access to current technology. Parents are encouraged to remain involved through quarterly parent-teacher conferences, advisory council meetings, school improvement council meetings, parent night activities, and volunteer programs.

As a part of our reform efforts, the school has implemented ongoing staff development. Curriculum Mapping, Differentiated Classroom Instruction, Writing Across the Curriculum, and a revised school-wide Reading Renaissance program are some of the strategies we have initiated.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	63	19
Percent satisfied with learning environment	48.4%	65.1%	52.6%
Percent satisfied with social and physical environment	40.6%	65.1%	52.6%
Percent satisfied with home-school relations	39.3%	77.4%	63.2%

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.